



## Art Long Term Curriculum Plan 2025/26

Throughout our curriculum planning we remain focused on delivering fun, engaging lessons allowing pupils to experiment within art to prepare them for the future.

	Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y E A R 7	Topic Heading	<b>Exploring Line and Shape</b>  Sensory engagement, confidence through experimentation.	<b>Exploring Texture and Pattern</b>  Fine motor skills, calming sensory activities.	<b>Colour Theory and Mixing</b>  Emotional expression through colour, mindful painting.	<b>Tone and Light</b>  Concentration, observation skills, gradual skill-building.	<b>Form and 3D Sculpture</b>  Sensory engagement, teamwork, pride in physical creation.	<b>Composition and Space</b>  Collaboration, communication, celebration of achievement.
	Year 7 Content (skills and knowledge)  NC KS3	<b>KS3 National Curriculum links:</b>  Focus on mark-making techniques, line qualities, and basic shapes.  Activities: Drawing exercises with varied pencils and tools, creating abstract compositions, experimenting with continuous line and contour drawing.	<b>KS3 National Curriculum links:</b>  Develop tactile awareness by creating textures and patterns using different materials.  Activities: Texture rubbings, collage with textured papers, pattern design inspired by natural and man-made objects.	<b>KS3 National Curriculum links:</b>  Introduction to primary, secondary colours, colour wheel, and mixing techniques.  Activities: Colour wheels, painting exercises with tints and shades, exploring warm and cool colours to express mood.	<b>KS3 National Curriculum links:</b>  Understanding tonal values and how light affects form.  Activities: Tonal shading using pencils and charcoal, still life drawing focusing on light and shadow, tonal studies in monochrome.	<b>KS3 National Curriculum links:</b>  Explore three-dimensional form and spatial awareness.  Activities: Clay modelling, papier-mâché sculptures, building simple 3D forms from recycled materials.	<b>KS3 National Curriculum links:</b>  Learn how to arrange elements in artwork to create balanced compositions and depth.  Activities: Creating compositions with foreground, middle ground, background; experimenting with scale and perspective; group

Y E A R  8	Topic Heading	<b>Advanced Line and Shape</b>	<b>Complex Texture and Pattern</b>	<b>Colour Theory in Context</b>	<b>Tone, Light, and Perspective</b>	<b>Advanced Form and Sculpture</b>	mural or installation project.
		Encouraging risk-taking, building resilience through “mistakes as learning.”	Mindful, repetitive processes for self-regulation, cultural appreciation.	Personal meaning-making, emotional literacy through colour choices.	Focused, step-by-step processes; celebrating progress and perseverance.	Teamwork, problem-solving, safe use of new materials/tools.	Independence, ownership, public celebration of achievements.
	Year 8 Content (skills and knowledge)	<b>KS3 National Curriculum links:</b> Explore expressive and complex use of line and shape in observational and imaginative contexts.  <b>Activities:</b> <ul style="list-style-type: none"> <li>Observational drawing of complex objects (e.g., plants, shoes, musical instruments) using blind/continuous line.</li> <li>Exploring geometric vs</li> </ul>	<b>KS3 National Curriculum links:</b> Investigate texture and pattern through layering, mixed media, and cultural motifs.  <b>Activities:</b> <ul style="list-style-type: none"> <li>Creating textured surfaces using impasto, collage, and found materials.</li> <li>Designing intricate patterns inspired by different cultures (e.g., Islamic tiles, African textiles).</li> </ul>	<b>KS3 National Curriculum links:</b> Apply advanced colour theory (complementary, analogous, harmonious schemes) to communicate ideas.  <b>Activities:</b> <ul style="list-style-type: none"> <li>Painting expressive portraits or scenes using non-naturalistic colour.</li> <li>Colour symbolism in art: research and create work inspired by artists</li> </ul>	<b>KS3 National Curriculum links:</b> Develop realistic shading, tonal contrast, and introduce one- and two-point perspective.  <b>Activities:</b> <ul style="list-style-type: none"> <li>Drawing objects with dramatic lighting (chiaroscuro)</li> <li>Creating landscapes or cityscapes using linear perspective.</li> <li>Tonal painting or charcoal drawing</li> </ul>	<b>KS3 National Curriculum links:</b> Explore complex 3D forms, construction, and sculpture with armature or modular techniques.  <b>Activities:</b> <ul style="list-style-type: none"> <li>Building wire and modroc figures, or relief sculptures.</li> <li>Exploring kinetic sculpture or mobiles (inspired by Calder).</li> <li>Group project: collaborative large-scale</li> </ul>	<b>KS3 National Curriculum links:</b> Refine compositional skills and develop a personal project from concept to completion.  <b>Activities:</b> <ul style="list-style-type: none"> <li>Planning and creating a final piece using learned skills (students choose subject and medium).</li> <li>Exploring advanced composition (rule of thirds, focal</li> </ul>

		<p>organic shapes in abstract art.</p> <ul style="list-style-type: none"> <li>Combining multiple drawing tools (pen, ink, digital line drawing if available).</li> </ul>	<ul style="list-style-type: none"> <li>Printmaking (e.g., lino, foam, or mono-print) to create repeating patterns.</li> </ul>	<p>like Fauves or Kandinsky.</p> <ul style="list-style-type: none"> <li>Experimenting with colour layering and glazing.</li> </ul>	<p>to show depth and form.</p>	<p>sculpture or installation.</p>	<p>point, movement).</p> <ul style="list-style-type: none"> <li>Peer critique and self-reflection on the creative process.</li> </ul>
Y E A R  9	<p>Topic Heading</p>	<p><b>Expressive Line and Advanced</b></p> <p>Encouraging risk-taking and personal voice.</p>	<p><b>Complex Texture and Pattern in Context</b></p> <p>Mindful repetition, celebrating individuality.</p>	<p><b>Colour, Symbolism, and Meaning</b></p> <p>Emotional literacy, self-expression.</p>	<p><b>Tone, Light, and Perspective in Realism</b></p> <p>Structured, step-by-step guidance; celebrating perseverance.</p>	<p><b>Advanced Form, Sculpture, and Installation</b></p> <p>Teamwork, leadership, pride in tangible outcomes.</p>	<p><b>Composition, Presentation, and Personal Project</b></p> <p>Independence, ownership, public celebration of achievements.</p>
	<p>Year 9 Content (skills and knowledge)</p>	<p><b>KS3 National Curriculum links:</b></p> <p>Use line and shape for expressive, conceptual outcomes.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Observational and imaginative drawing using continuous, broken, and gestural line.</li> <li>Exploring abstraction: breaking down</li> </ul>	<p><b>KS3 National Curriculum links:</b></p> <p>Develop intricate textures and patterns, referencing cultural and historical sources.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Mixed media experiments (e.g., wax resist, collage, impasto, digital).</li> <li>Research and respond to patterns from</li> </ul>	<p><b>KS3 National Curriculum links:</b></p> <p>Use colour theory to communicate ideas, mood, and symbolism.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Advanced colour mixing (complementary, analogous, split-complementary).</li> <li>Research artists who use colour for meaning (e.g.,</li> </ul>	<p><b>KS3 National Curriculum links:</b></p> <p>Master tonal drawing, dramatic lighting, and introduce two-point perspective.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Observational drawing with a focus on light source, shadow, and reflection.</li> <li>Perspective drawing: cityscapes,</li> </ul>	<p><b>KS3 National Curriculum links:</b></p> <p>Explore ambitious 3D work, including sculpture, assemblage, or installation.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Wire, Modroc, or recycled material sculpture (e.g., animals, abstract forms).</li> <li>Collaborative installation or site-specific work.</li> </ul>	<p><b>KS3 National Curriculum links:</b></p> <p>Refine composition skills and undertake a self-directed project from concept to completion.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>Plan and create a final piece (students choose theme, media, and style).</li> <li>Explore advanced composition (rule of thirds, dynamic</li> </ul>

		<p>complex objects into geometric and organic shapes.</p> <ul style="list-style-type: none"> <li>Layering and overlapping to create depth and movement.</li> </ul> <p><i>Progression: Students select their own subject matter and experiment with composition, moving beyond basic representation</i></p>	<p>different cultures (e.g., Islamic art, textiles).</p> <ul style="list-style-type: none"> <li>Create a personal patterned artwork that combines learned techniques.</li> </ul> <p><i>Progression: Independent research and annotation, linking to entry level style study.</i></p>	<p>Kandinsky, Zeller).</p> <ul style="list-style-type: none"> <li>Create a personal piece exploring a theme (e.g., identity, emotion) through colour.</li> </ul> <p><i>Progression: Students justify their colour choices and reflect on impact.</i></p>	<p>interiors, or imaginative environments.</p> <ul style="list-style-type: none"> <li>Tonal painting or mixed media work to show depth and realism.</li> </ul> <p><i>Progression: More complex subject matter, combining multiple objects and viewpoints.</i></p>	<ul style="list-style-type: none"> <li>Planning and documenting the process in sketchbooks.</li> </ul> <p><i>Progression: Students plan, design, and execute a multi-stage 3D project.</i></p>	<p>balance, focal points).</p> <ul style="list-style-type: none"> <li>Peer critique, self-reflection, and formal presentation/mounting of work.</li> </ul> <p><i>Progression: Students manage their own time and artistic decisions, preparing for entry level expectations.</i></p>
Y E A R  1 0	Topic Heading	<p><b>Introduction &amp; Research Skills</b></p> <ul style="list-style-type: none"> <li>Introduction to assessment units and expectations.</li> <li>Selecting and collecting references/resources for all three disciplines (AC1.1).</li> <li>Introduction to sketchbooks, visual diaries, and digital research.</li> </ul>	<p><b>Ceramics – Research &amp; Idea Development</b></p> <ul style="list-style-type: none"> <li>In-depth research into ceramics (AC1.1, AC1.2, AC1.3).</li> <li>Exploring ceramic artists and cultural influences.</li> <li>Developing initial ideas for a ceramic outcome (AC2.1, AC2.2, AC2.3).</li> </ul>	<p><b>Ceramics – Making &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Producing a ceramic outcome in response to a theme (AC3.1).</li> <li>Refining and presenting the final ceramic piece (AC3.2).</li> </ul>	<p><b>Graphic Design – Research &amp; Idea Development</b></p> <ul style="list-style-type: none"> <li>Researching graphic designers and design history (AC1.1, AC1.2, AC1.3).</li> <li>Collecting resources and references for a design brief.</li> <li>Developing initial ideas using visual elements (AC2.1, AC2.2, AC2.3).</li> </ul>	<p><b>Graphic Design – Making &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Producing a resolved graphic design outcome (AC3.1).</li> <li>Presenting the design in a real-world context (AC3.2).</li> </ul>	<p><b>Painting &amp; Drawing – Research &amp; Idea Development</b></p> <ul style="list-style-type: none"> <li>Researching artists and styles (AC1.1, AC1.2, AC1.3).</li> <li>Exploring painting and drawing techniques.</li> <li>Developing ideas for a pictorial composition (AC2.1, AC2.2, AC2.3).</li> </ul>
	Year 10 <b>Entry Level</b>	Entry level pathway KS4	Entry Level pathway KS4	Entry level pathway KS4	Entry Level pathways KS4	Entry level pathway KS4	Entry level pathway KS4

	<p>Content (skills and knowledge)</p> <p>NC KS4</p>	<p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Gallery/virtual artist research (ceramicists, graphic designers, painters).</li> <li>• Observational drawing and photography trips.</li> <li>• Recording responses to experiences/the mes (AC1.2).</li> <li>• Written and visual references to artists/designers (AC1.3).</li> </ul> <p><u>Assessment Evidence:</u> <u>Annotated sketchbooks,</u> <u>research pages,</u> <u>mood boards.</u></p>	<p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Clay handling and basic techniques (pinch, coil, slab).</li> <li>• Sketching and photographing forms, textures, and patterns.</li> <li>• Thumbnail sketches and trial pieces for ceramic project.</li> </ul> <p><u>Assessment Evidence:</u> <u>Sketches, photos,</u> <u>written artist links,</u> <u>trial clay pieces.</u></p>	<p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Building and decorating ceramic work.</li> <li>• Glazing, surface decoration, and firing.</li> <li>• Group critique and display of outcomes.</li> </ul> <p><u>Assessment Evidence:</u> <u>Photographs of process and final piece, display notes.</u></p>	<p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Logo/branding project: mood boards, sketches, digital mock-ups.</li> <li>• Exploring typography, colour, and layout.</li> <li>• Modifying and refining design ideas.</li> </ul> <p><u>Assessment Evidence:</u> <u>Sketchbook pages,</u> <u>digital files,</u> <u>annotated drafts.</u> <u>nre.</u></p>	<p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Creating final digital/handmade design (e.g., poster, flyer, packaging).</li> <li>• Printing, mounting, and presenting work.</li> <li>• Peer feedback and exhibition.</li> </ul> <p><u>Assessment Evidence:</u> <u>Final design, process documentation,</u> <u>presentation photos.</u></p>	<p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Observational drawing, colour studies, media experiments.</li> <li>• Self-portrait or landscape project: planning and initial studies.</li> <li>• Experimenting with composition, colour, and texture.</li> </ul> <p><u>Assessment Evidence:</u> <u>Sketches, colour swatches, artist research, composition plans.</u></p>
Y E A R	Topic Heading	<p><b>Painting &amp; Drawing – Making &amp; Presenting</b></p> <p>– Producing a painting/drawing</p>	<p><b>Ceramics – Advanced Development</b></p> <p>– Revisiting ceramics with</p>	<p><b>Ceramics – Advanced Making &amp; Presentation</b></p>	<p><b>Graphic Design – Advanced Development</b></p>	<p><b>Graphic Design – Advanced Making &amp; Presentation</b></p>	<p><b>Personal Project &amp; Portfolio Completion</b></p> <p>– Selecting best work from all</p>

1 1		<p>outcome to a set theme (AC3.1).</p> <ul style="list-style-type: none"> <li>– Presenting and evaluating the final piece (AC3.2).</li> </ul>	<p>more complex forms or themes.</p> <ul style="list-style-type: none"> <li>– Modifying and refining ideas (E3: AC2.3).</li> <li>– Further research into contemporary ceramicists</li> </ul>	<ul style="list-style-type: none"> <li>– Producing and presenting a refined ceramic outcome (E3: AC3.1, AC3.2).</li> </ul>	<ul style="list-style-type: none"> <li>– Revisiting graphic design with a more complex brief.</li> <li>– Modifying and refining ideas (E3: AC2.3).</li> <li>– Further research into current trends and designers.</li> </ul>	<ul style="list-style-type: none"> <li>– Producing and presenting a resolved, refined graphic outcome (E3: AC3.1, AC3.2).</li> </ul>	<p>disciplines for assessment.</p> <ul style="list-style-type: none"> <li>– Finalising sketchbooks, annotations, and evidence for all criteria.</li> <li>– Preparing for moderation and celebration of achievements.</li> </ul>
	<p>Year 11 <b>ENTRY LEVEL</b> Content (skills and knowledge)  NC KS4</p>	<p>Entry level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Completing and refining a final painting or drawing.</li> <li>• Mounting and displaying work for assessment.</li> <li>• Written and verbal evaluation</li> </ul> <p><u>Assessment Evidence:</u> <u>Final artwork, display photos, evaluation notes.</u></p>	<p>Entry level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Advanced clay techniques (joining, carving, mixed media).</li> <li>• Sketchbook development and trial pieces.</li> <li>• Planning for a new ceramic outcome.</li> </ul> <p><u>Assessment Evidence:</u> <u>Sketchbook, trial pieces, artist analysis.</u></p>	<p>Entry level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Creating, decorating, and firing advanced ceramic work.</li> <li>• Presenting with consideration of refinement and display.</li> </ul> <p><u>Assessment Evidence:</u> <u>Final ceramic piece, process photos, display notes.</u></p>	<p>Entry level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Developing a campaign, packaging, or digital media project.</li> <li>• Experimenting with advanced layout, digital tools, and feedback.</li> </ul> <p><u>Assessment Evidence:</u> <u>Sketchbook, digital drafts, research pages.</u></p>	<p>Entry level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Finalising and presenting advanced design work (e.g., full campaign, brand identity).</li> <li>• Peer and teacher critique, public display.</li> </ul> <p><u>Assessment Evidence:</u> <u>Final design, presentation photos, evaluation.</u></p>	<p>Entry level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Portfolio review and refinement.</li> <li>• Final exhibition or digital showcase.</li> <li>• Reflective evaluation of progress and skills.</li> </ul> <p><u>Assessment Evidence:</u> <u>Complete portfolio, assessment record sheets, exhibition photos.</u></p>